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ABSTRACT

An overview of the Maryland Longitudinal Study (MLS) is presented, including information on the study's purpose, goals, features, subjects, and design. Features that make the study unique among collegiate longitudinal studies are identified. Information is provided on the study groups: a general representative sample of University of Maryland College Park freshmen and a group of black freshmen. Also included are a demographic description of the MLS participants, including such characteristics as age, sex, residence, high school background, parents' educational attainment, major sources of financial support, and reasons for earning a bachelor's degree. Attention is directed to the fourth and fifth years of the study and the self-reported enrollment patterns of MLS participants. University records of their academic and enrollment history as of June 1986 are summarized, reporting on such factors as latest division enrolled in, number of changes in declared major, cumulative grade point average, number of times on probation, academic dismissal, and graduation rate. The research methodology is described, along with the annual response rate of the participants, and limitations of the study. (SW)

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MLS

Maryland
Longitudinal Study

# RESEARCH HIGHLIGHTS

## RESEARCH REPORT #1

## A DESCRIPTIVE OVERVIEW

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Maryland Longitudinal Study Steering Committee
Division of Student Affairs
The University of Maryland College Park
Fall 1986

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# MLS RESEARCH HIGHLIGHTS

**Maryland Longitudinal Study**

## RESEARCH REPORT #1

# A DESCRIPTIVE OVERVIEW

**The study's purpose, goals, features, participants, and design**

## TABLE OF CONTENTS


**PREFACE** ..... 2

**I. INTRODUCTION: THE GENESIS OF THE MARYLAND LONGITUDINAL STUDY** ..... 3

**II. THE MARYLAND LONGITUDINAL STUDY: GOALS AND UNIQUE FEATURES** ..... 3

**III. SAMPLE DEFINITION** ..... 4

The Representative Sample ..... 4

Figure 1: Subject Participation: Representative Sample ..... 4

Figure 2: Ethnic Background ..... 5

The Black Group ..... 5

Figure 3: Subject Participation: Black Group ..... 5

**IV. DEMOGRAPHIC CHARACTERISTICS OF MLS PARTICIPANTS** ..... 5

Chart 1: Demographic Characteristics ..... 6

Age
Sex
High School Grade Point Average
SAT Scores
Father's Education Level
Mother's Education Level
Family Income: Year 1
Personal Income: Year 1

Residence Before Matriculation ..... 6

Size of High School Graduating Class ..... 6

Type of High School Curriculum ..... 6

First Generation College Students ..... 6

Personal Income ..... 6

Major Sources of Financial Support ..... 6

Figure 4: Major Sources of Financial Support ..... 7

Family Encouragement/Identification with UMCP ..... 7

Reasons for Earning a B.A. ..... 7

Freshman Year Residence ..... 7

Group Affiliation ..... 7

Marriage ..... 7

**V. A LOOK BACK** ..... 7

Four and Five Year Self-reported Enrollment Patterns ..... 7

Chart 2: Four Year Self-reported Enrollment Patterns ..... 8

Chart 3: Five Year Self-reported Enrollment Patterns ..... 8

MLS Participants' UMCP Academic and Enrollment History ..... 8

Chart 4: MLS Participants' UMCP Academic and Enrollment History (as of June 1986) ..... 9

Academic Division
Number of Changes in Declared Major
Cumulative Grade Point Average
Number of Times on Probation
Number of Times Dismissed
Percent Graduated from UMCP
Last Term Graded

**VI. METHODOLOGY** ..... 9

Annual Contact ..... 9

Interviews ..... 9

Treatment Effect ..... 10

Instrumentation ..... 10

The Study Design ..... 10

Chart 5: Instrumentation Packages: Year One Through Year Five ..... 11

Incentives ..... 11

Reactive Effects ..... 11

**VII. ANNUAL RESPONSE RATE** ..... 11

**VIII. LIMITATIONS OF THE STUDY** ..... 12

**CONCLUSION** ..... 12

**APPENDIX**

A: Recognition of Participants ..... 12

B: Other Major Longitudinal Studies ..... 14

C: The 1977 - 1978 Senior Interview Research Study ..... 15

D: Commitment to Further MLS Reports ..... 15

E. *MLS ATLAS* Table of Contents ..... 15

F. MLS Pilot Study ..... 16

G. Subject Classification by Year by Group ..... 16

**REFERENCES** ..... 17



**Maryland Longitudinal Study Steering Committee**
**Division of Student Affairs**
**The University of Maryland College Park**
**Fall 1986**


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# MARYLAND LONGITUDINAL STUDY:
## A DESCRIPTIVE OVERVIEW

## PREFACE

This report presents an OVERVIEW of the MARYLAND LONGITUDINAL STUDY (MLS) including the study's purpose, goals, features, subjects, and design. The Overview Report provides a comprehensive description of the study and is designated to accompany subsequent reports. Other reports are devoted to specific topics and findings of interest and include implications and recommendations intended to promote the understanding and improvement of college life at The University of Maryland College Park (UMCP).

The Overview report is divided into eight sections:

**Section I** presents information related to the origin of MLS and examines the various reasons for undertaking the study.

**Section II** sets forth the study's goals and identifies several features which make the study unique among collegiate longitudinal studies.

**Section III** describes the two groupings of individuals (a general representative sample of UMCP freshmen and a group of black freshmen) from whom data were gathered for the study.

**Section IV** contains a demographic description of the MLS participants and includes such characteristics as age, sex, residence, high school background, parents' educational attainment, major sources of financial support, and reasons for earning a B.A.

**Section V** takes a look back from the fourth and fifth years of the study and examines the self-reported enrollment patterns of MLS participants. It also summarizes University records of their academic and enrollment history as of June 1986, reporting on such factors as latest Division enrolled in, number of changes in declared major, cumulative grade point average, number of times on probation, academic dismissal, last term graded, and graduation rate.

**Section VI** presents the methodology used in the study: the methods used to contact study participants, the instrumentation, and incentives for participation.

**Section VII** describes the annual response rate of the participants.

**Section VIII** discusses the limitations of the study, followed by some concluding remarks.

The authorship of this report is corporate and rests with the Maryland Longitudinal Study Steering Committee whose members created and carried out the study over a ten year period and are responsible for the study's reports.

Appendix A recognizes the numerous individuals who contributed to the success of the Maryland Longitudinal Study sponsored by the Division of Student Affairs at The University of Maryland College Park.

The Maryland Longitudinal Study (MLS) is a research undertaking of the Division of Student Affairs at The University of Maryland College Park. A significant number of Student Affairs staff have been involved in the study since its inception. A Steering Committee appointed by the Vice Chancellor for Student Affairs has been responsible for the methodology, data collection, and management of this project. These individuals are listed in Appendix A of this report.

# I. INTRODUCTION: THE GENESIS OF THE MARYLAND LONGITUDINAL STUDY

This introduction will reconstruct the rationale for beginning a longitudinal study which involved over 700 students as participants; 70 members of the Division of Student Affairs as interviewers, Steering Committee members, and consultants; yearly administration of seven standardized and three locally crafted instruments; and which resulted in 35 cartons of completed questionnaires and a data set of over 50,000 lines!

The Maryland Longitudinal Study (MLS) was an undertaking begun by the Division of Student Affairs in the Fall of 1980, after three years of planning and a pilot study. The study's primary objective was to provide the Division with empirical data about the student population it serves. Dr. William Thomas, Vice Chancellor for Student Affairs, recognized that in order to avoid "ad hoc-ism" in student personnel practice at The University of Maryland College Park, information about students' characteristics, attitudes, and reactions to their college experience must be systematically collected and made available to appropriate campus personnel. He intended that the information gathered would be used to foster understanding, to shape goals and to improve divisional programs and services.

Several characteristics and behaviors were perceived as crucial to an understanding of the UMCP student body. These included, first comprehending why some students elect to leave UMCP, either through transferring to another institution or dropping out of higher education entirely; second, learning more about black students — the most sizeable racial minority group at UMCP — including their similarities and differences to students of other racial backgrounds; and third, estimating the impact of commuting to college versus living on campus.

In addition to the practical goal of better serving the student population, a second condition influenced the creation of the MLS. Advancements in personality and intellectual developmental theories of young adults provided frameworks for conceptualizing potential differences among various student groups (e.g., persisters, dropouts and transfers; blacks; and commuters). The nature of these theoretical frameworks and prior research on college student development suggested that a longitudinal rather than cross sectional research study would test the relevance of theories and facilitate application of them on campus. (See Appendix B: Other Major Longitudinal Studies.)

Finally, an incentive for beginning MLS was the positive outcome realized from an assessment of graduating seniors' perceptions of their collegiate experience, done in 1977. This study (n=170) gathered valuable information about students' retrospective perceptions of the University and their experiences while undergraduates, and provided practical experience in the design and implementation of a research project involving students and staff (see Appendix C: The 1977-1978 Senior Interview Research Study).

In summary, the practical need to understand critical differences among members of the student body, the professional desire to expand upon the value derived from relevant theory, and the concrete research experiences provided by the Senior Interview Research Study, all combined to shape the decision by the Division of Student Affairs to commit time and resources to a substantial longitudinal study of undergraduates who entered The University of Maryland College Park in the Fall of 1980.

# II. THE MARYLAND LONGITUDINAL STUDY: GOALS AND UNIQUE FEATURES

A primary goal of the Maryland Longitudinal Study (MLS) has been to gather and promote data-based information crucial to an understanding of the characteristics of the diverse individuals who matriculate at UMCP. Knowledge gained would facilitate discussions regarding the often opposing requirements and needs of a complex organization such as the University and those of developing students. Such understanding would help various departments and divisions throughout UMCP in their endeavor to enhance the quality of life within the University of Maryland and would facilitate the development of programs and services which would be of most assistance to the students.

As articulated by the Steering Committee, the specific goals of the MLS were:

- To maintain, as a divisional priority, a systematic research and development function that will include both periodic and long range data gathering, reporting, and the generating of recommendations. Such recommendations should be useful to appropriate campus agencies and to higher education audiences.
- To generate knowledge about student perceptions and experiences by longitudinally measuring selected variables of individual growth and development.
- To identify and study variables which may contribute to academic retention at UMCP.
- To identify the roles and functions of the University as perceived by UMCP faculty, staff, and students as assessed by the Institutional Goals Inventory.
- To convey concern and caring for students at the University.
- To demonstrate that the Division of Student Affairs is a source of systematically gathered data concerning UMCP students and their development.
- To integrate a Student Affairs staff and organizational development dimension into the overall research design.

The MLS was developed around several themes, including cognitive development, values, interpersonal interactions, and career choice and aspirations. From the data gathered, conclusions can be drawn about these themes, taking into account students' sex, race, and resident status, e.g., resident/commuter. In addition, the knowledge gained allows an examination of persisters in higher education, of enrollment patterns of transfer students, and of the diverse pathways of non-persisters. These conclusions will serve as the foundation for recommendations to improve the quality of students' experience at college. (See Appendix D: Commitment to Further MLS Reports.)

The Maryland Longitudinal Study had several features which made it unique.

***First,* the MLS was designed as a participant-centered, rather than as a UMCP student-centered study:** participants were considered crucial to the study regardless of changes in their subsequent en-

rollment status. In other words, if students transferred to another college or university, or dropped out of higher education either temporarily or altogether, their participation in the study was not terminated. Rather, questions were framed to reflect their particular status (i.e. transfer student, non-student). The experiences of participants who left UMCP were viewed as important to the study as were the experiences of students who remained enrolled at the University.

This design permitted gathering of data from important segments of the entering student population typically not included in institutional research: students who transfer out of their initial institution, students who stop out of formal education for at least a semester and then return either to the same campus or to another college or university, and students who drop out of formal education altogether.

***Second,* the MLS was designed to gather longitudinal information from a general representative sample of students who entered The University of Maryland College Park as freshmen in the Fall of 1980, and from the entire population of black students who entered UMCP as freshmen in the fall of 1980.** This decision was made in order to (a) gather data which could be utilized to develop a deeper understanding of the characteristics and experiences of the entire class of freshmen entering UMCP in the Fall of 1980, and (b) gather similar data from the largest ethnic minority group of students — blacks — on this predominately white campus. It was intended that the analysis of data from this second group would provide information which would aid in efforts to improve the quality of the UMCP experience for minority students.

***Third,* the MLS made no assumptions concerning the length of time it might or would take students to earn a baccalaureate degree.** Rather, it was designed to make yearly contact with participants for five years or until at least 60% of the participants who remained enrolled at UMCP had graduated.

***Fourth,* student participants who earned their baccalaureate degree were asked to complete a Graduate Survey** designed to review participants' retrospective impressions of their undergraduate experiences.

***Fifth,* an MLS ATLAS was devised as an essential means of organizing and comprehending the quantity of information gathered from MLS participants over the years of the study** (see Appendix E: MLS ATLAS Table of Contents). The ATLAS, which contains a comprehensive listing of all the items used during the course of the study, permitted the classification of data according to the study's themes and hypotheses. Furthermore, the document served both as an annual guide to the selection and phrasing of items to be used in subsequent years, and as an institutional memory and data retrieval mechanism.

***Sixth,* the study was conducted with the sanction and support of the Vice Chancellor for Student Affairs,** without which a division-wide effort such as this would not have been possible.

***Seventh,* necessary financial and staff resources were contributed by all segments of the Student Affairs Division.** Each year of the study staff from ten Student Affairs departments and agencies served to interview and administer paper-and-pencil instruments to the participants of the study. This contribution of time and talent enabled the gathering of MLS data and at the same time promoted staff development by providing staff an opportunity to collaborate with Student Affairs colleagues on a valuable common goal.

**Eighth, the study was designed by a twelve member divisional Steering Committee with corporate responsibility for the study's implementation.** Over the ten years of planning for and implementation of the study, the Steering Committee has provided the stability, direction, and continuity of leadership necessary for the success of this longitudinal research effort.

# III. SAMPLE DEFINITION

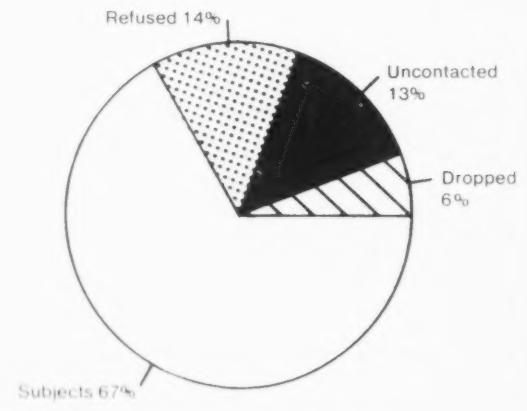
As noted above, MLS participants were drawn from two campus "populations" — a general sample representative of incoming freshmen in the Fall of 1980; and all incoming black freshmen in the Fall of 1980. Therefore, in this Overview report and in subsequent MLS reports, results will be described separately for the Representative Sample and the Black Group.

It is important for the reader to recognize that the Representative Sample, drawn from the total population of entering freshmen in the Fall of 1980, is a random sample, and that the Black Group consists of all the entering black freshmen in the fall of 1980 who agreed to participate, and hence is referred to as a group rather than as a sample.

## THE REPRESENTATIVE SAMPLE

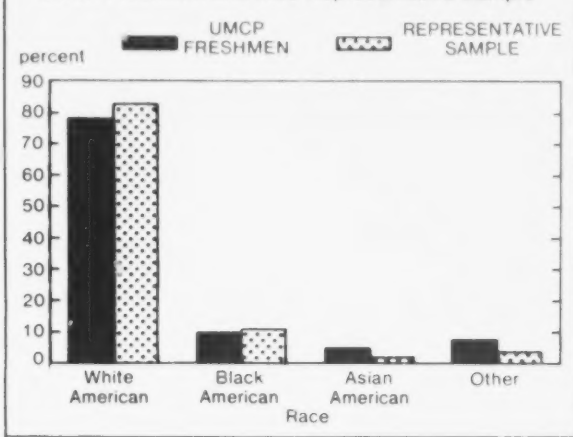
A random sample of 700 first time freshmen with no previous college credit (with the exception of high school advanced placement credit) was drawn in October of 1980. Of the 700 students drawn for the sample, sixty-seven percent (n=468) agreed to participate and gave at least partial information during the initial data collection period (i.e. the Spring semester of 1981). These individuals comprise the Representative Sample. Fourteen percent refused to participate in MLS, when contacted in the Fall or later in the Spring semester. Thirteen percent were uncontacted, either because they could not be reached by phone or because of oversampling. Six percent were initially considered as participants but were subsequently dropped because they repeatedly did not show up for the data collection session or because of large amounts of missing data. Figure 1 depicts student participation for the Representative Sample.

**FIGURE 1. SUBJECT PARTICIPATION**
Representative Sample



The Representative Sample includes individuals of various ethnic backgrounds who make up the diverse population of students attending UMCP. The ethnic background of the Representative Sample and of the population from which it was drawn is depicted in Figure 2.

**FIGURE 2. ETHNIC BACKGROUND**
UMCP Freshmen and MLS Representative Sample




Eighty-three percent of the participants in the Representative Sample reported their ethnic origin as white American. This percentage is slightly higher than in the population of new freshmen at UMCP in the Fall of 1980 (78%). Ten percent of the Representative Sample participants were black Americans. This is consistent with the percentage in the entire population of new freshmen in the Fall of 1980.

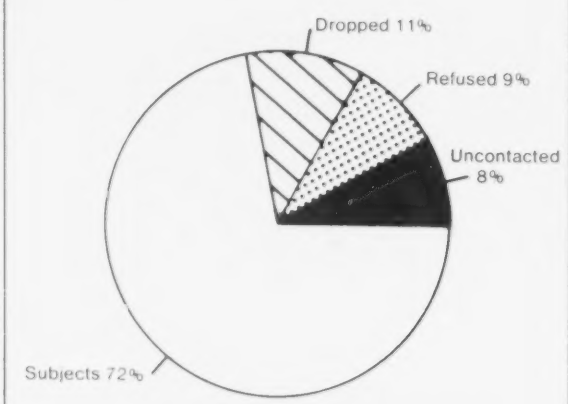
## THE BLACK GROUP

Using a random sample technique as a basis for selecting participants for a research study can result in losing information about subgroups of the total population. This is particularly true if the subgroups are a small minority of the population. Black students compose the largest single ethnic minority group at UMCP (approximately 10%), and therefore are the only minority group large enough to base statistically sound findings.

However, when drawing a random selection, a representation of 10% would have provided too small a number of black students — especially when subdivided by sex and by residential status (i.e., resident, commuter) — to draw meaningful conclusions concerning the higher education experience of first time black students. Therefore, the entire population of American black freshmen entering UMCP in the Fall of 1980 (n=494) was invited to participate in the study. The names of 73 (15%) of these black freshmen had been drawn for the randomly selected list composing the Representative Sample. (Note: 48 of these individuals agreed to participate in the study.)

Of the 421 black freshmen who remained as potential study participants after the Representative Sample had been drawn, 72% (n=291) agreed to participate and provided at least partial information during the initial data collection period in the Spring of 1981. Nine percent refused participation either during the initial contact in the Fall of 1980 or at the spring contact. Eight percent were uncontacted, and 11% were subsequently dropped because of repeated no-shows for data collection appointments or because of large amounts of missing data. Figure 3 depicts subject participation for the Black Group.

**FIGURE 3. SUBJECT PARTICIPATION**
Black Group*




* Blacks on Representative Sample list not included here

(Note: Although University records categorized all of these students as American blacks, according to their self-report 13 identified themselves as other than American black: 2 Jamaicans; 2 Haitians; 2 Trinidadians; 1 Nigerian; 1 Argentinian; 2 native Americans, and 3 white Americans. The data from these 13 students were not included in the analyses of the Black Group in this report.)

In this report and in subsequent MLS reports the term the Black Group refers to *all* black participants in the MLS, including the black students in the Representative Sample (n=48). Therefore, the Black Group is made up of 339 participants: 48 black individuals from the Representative Sample and 291 other black freshmen entering UMCP in the Fall of 1980 who agreed to participate in the MLS. In other words, **data from the 48 black students in the Representative Sample will be reported twice: once as part of the Representative sample and once as part of the Black Group.**

# IV. DEMOGRAPHIC CHARACTERISTICS OF MLS PARTICIPANTS

The purpose of this section is to describe the MLS participants. By describing their broad range of characteristics, this section provides a demographic overview which will serve as a companion for subsequent MLS reports. Observations concerning participants will be kept to a minimum, since in-depth analyses and presentations of implications occur in subsequent MLS reports. (See Appendix D: Commitment to Other MLS Reports.)

The following chart contains a summary of some of the demographic data reported in this section.

CHART 1. DEMOGRAPHIC CHARACTERISTICS OF MLS PARTICIPANTS

| | Representative Sample Male (n=226) | Representative Sample Female (n=242) | Black Group Male (n=114) | Black Group Female (n=225) |
|---|---|---|---|---|
| **AGE** | % | % | % | % |
| 16 or under | 0 | 0 | 1 | 1 |
| 17 | 31 | 34 | 28 | 32 |
| 18 | 61 | 62 | 65 | 63 |
| 19 or older | 8 | 3 | 6 | 4 |
| **SEX** | 48% | 52% | 34% | 66% |
| **HIGH SCHOOL G.P.A.** | % | % | % | % |
| A or A+ | 13 | 19 | 2 | 5 |
| A- | 11 | 13 | 5 | 8 |
| B+ | 25 | 25 | 13 | 32 |
| B | 23 | 25 | 34 | 24 |
| B- | 15 | 11 | 21 | 14 |
| C+ | 8 | 5 | 16 | 10 |
| C | 3 | 2 | 9 | 5 |
| D | 1 | 0 | 0 | 1 |
| **SAT SCORES (Means)** | | | | |
| SAT - Verbal | 453 | 448 | 393 | 382 |
| SAT - Math | 544 | 475 | 438 | 391 |

| | Representative Sample Male (n=226) | Representative Sample Female (n=242) | Black Group Male (n=114) | Black Group Female (n=225) |
|---|---|---|---|---|
| **FATHER'S EDUCATIONAL LEVEL** | % | % | % | % |
| grammar school | 2 | 3 | 11 | 9 |
| some high school | 6 | 8 | 8 | 10 |
| high school degree | 12 | 18 | 19 | 29 |
| some college | 13 | 13 | 22 | 24 |
| college degree | 37 | 33 | 18 | 18 |
| post graduate degree | 30 | 25 | 22 | 9 |
| **MOTHER'S EDUCATION LEVEL** | % | % | % | % |
| grammar school | 2 | 2 | 4 | 2 |
| some high school | 6 | 4 | 9 | 6 |
| high school degree | 35 | 32 | 27 | 37 |
| some college | 23 | 28 | 24 | 27 |
| college degree | 24 | 27 | 18 | 21 |
| post graduate degree | 10 | 8 | 18 | 7 |
| **FAMILY INCOME: YEAR 1** | % | % | % | % |
| unknown | 14 | 19 | 17 | 21 |
| less than 10,000 | 3 | 1 | 7 | 12 |
| 10,000-19,999 | 9 | 11 | 16 | 22 |
| 20,000-29,999 | 20 | 16 | 21 | 18 |
| 30,000-39,999 | 17 | 20 | 13 | 17 |
| 40,000-49,999 | 19 | 16 | 12 | 6 |
| 50,000 and over | 19 | 16 | 14 | 5 |
| **PERSONAL INCOME: YEAR 1** | % | % | % | % |
| none | 8 | 7 | 19 | 21 |
| less than 1,000 | 24 | 40 | 33 | 41 |
| 1,000-3,999 | 56 | 46 | 45 | 32 |
| 4,000 and over | 12 | 7 | 2 | 6 |

## RESIDENCE BEFORE MATRICULATION

Sizeable majorities of the respondents in both the Representative Sample (72%) and the Black Group (79%) reported having lived most of their childhood in a moderate size city, as opposed to a town or a farm. Approximately two-thirds of the Representative Sample had lived in Maryland during the five years prior to entering UMCP. Thirty-four percent had lived in **one** or more other states or foreign countries during that time period: 9% in **three** or more other states or foreign countries.

Just under one half of the students in the Black Group had lived in Maryland during the five years prior to entering The University of Maryland College Park. Fifty-four percent had lived in one or more other states or foreign countries during that time period: 10% in **three** or more other states or foreign countries.

## SIZE OF HIGH SCHOOL GRADUATING CLASS

In both the Representative Sample and the Black Group, approximately one-third of the respondents said the size of their high school graduating class was over 500; one third, between 300-500; and one third, less than 300 students.

## TYPE OF HIGH SCHOOL CURRICULUM

Eighty-four percent of the students in the Representative Sample graduated from a public high school; 8% from a parochial school and 5% from a private high school. One quarter of the Representative Sample had been in a commercial or general program in high school as opposed to a college preparatory program.

In the Black Group, 81% had graduated from a public high school; 11% from a parochial school and 6% from a private high school. As with the students in the Representative Sample, 25% of the Black Group had been in a commercial or general program in high school; the remaining participants were enrolled in a college preparatory program.

## FIRST GENERATION COLLEGE STUDENTS

A first generation college student is defined in the present context as a student neither of whose parents had acquired formal education beyond high school. In the Representative Sample, 15% of the males and 20% of the females were first generation college students. In the Black Group, 24% of the males and 30% of the females were first generation college students.

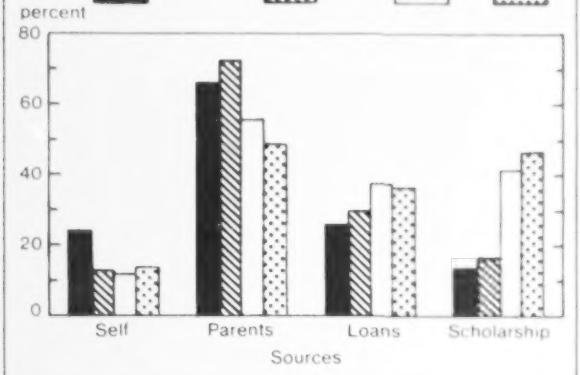
## PERSONAL INCOME

The most frequently reported personal income category for UMCP students in both the Representative Sample and the Black Group was "$1,000-3,999." While this was true for four years of study, there was a steady increase over time in the proportion of students who report earning a yearly income of $4,000 or greater. In the Representative Sample, the proportion rose from 12% in 1981 to 52% in 1984 for male students; from 7% in 1981 to 36% in 1984 for female students. In the Black Group, the proportion of students earning $4,000 or more increased from 2% in 1981 to 39% in 1984 for male students and from 6% in 1981 to 35% in 1984 for female students.

## MAJOR SOURCES OF FINANCIAL SUPPORT

As can be seen in Figure 4, parents were the major source of financial support for UMCP male and female students in the Representative Sample; this was slightly more true for females (71%) than for males (65%). Scholarships were *not* a major financial resource for nearly three-quarters of UMCP persisters in this sample. Over half did not consider loans a source of financial support. Males were far more likely than females to report that their personal savings or employment was a major source of financial support. These statements held true for three years (1981, 1982, 1983) in which data about sources of financial support were requested.

**FIGURE 4. Sources of Major Financial Support**
Representative Sample and Black Group




For UMCP students in the Black Group the picture was a different one. While their parents were considered a major financial resource, UMCP students in the Black Group relied almost as heavily on scholarships and loans as on parents. This is particularly true for women. Nearly half the women received major financial support from scholarships, as did approximately 40% of the men. This proportion increased slightly over the years for women and decreased for men. There were no significant sex differences in reliance on loans as a major source of financial support (approximately 40% of UMCP persisters in the Black Group relied on loans) until the third year, when the proportion relying on loans dropped for men, to 30%.

### FAMILY ENCOURAGEMENT/IDENTIFICATION WITH UMCP

Among Representative Sample respondents in the freshman year, half reported their families felt more than a mild identification with the University. A significant amount of family support and encouragement for being a UMCP student was perceived by respondents the first year. Indeed, 90% of the students in the Representative Sample perceived their families as being somewhat or strongly encouraging of their being a student at UMCP.

In the Black Group, half of the respondents reported their families felt more than a mild identification with the University, and 85% perceived their families as being somewhat or strongly encouraging of their being a student at UMCP.

### REASONS FOR EARNING A B.A.

"If you remain at your present institution of higher education and complete graduation requirements, which do you think will be the mostly likely reason?" This question was asked in 1981, 1982, and 1983 of all participants enrolled either at UMCP or at another college or university.

In both the Representative Sample and the Black Group, the two most popular responses among MLS freshmen and then again the following year, were that a degree was necessary to enter their chosen career, and that college graduates get better jobs. These two responses accounted for approximately 50% of the total responses and reflect a career orientation.

In Year 3 the popular response shifted. "College grads earn more money" and "the opportunity to meet and know different people" accounted for 85% of the responses. It is interesting to note that there is an increase in the number of students who in Year 3 select "parents/relatives expect me to" as the most likely reason for completing graduation requirements. Approximately one out of every ten students in both groupings chose that response over the other response categories in Year 3.

### FRESHMEN YEAR RESIDENCE

In their first semester at UMCP (Fall 1980,) 30% of the males and 48% of the females in the Representative Sample lived on campus. By Spring 1981 these proportions had increased to 45% for males and 64% for females. Among students who were commuters in Spring of 1981, nearly one out of two males and one out of three females commuted over 11 miles to campus.

During the Black Group's first semester at UMCP, 51% of the males and 48% of the females lived on campus. By Spring 1981, this proportion had increased to 59% for males and 67% for females. Among commuting students in Spring 1981, 47% of the males and 52% of the females commuted over 11 miles to campus.

### GROUP AFFILIATION

In the Representative Sample, male UMCP students identified most closely in their freshman year with their high school friends, and then with informal groups of friends on or off campus. Seventy percent of these males were commuters their first semester.

Female UMCP students in the Representative Sample identified most closely with residence hall groups, followed by informal groups of friends on or off campus.

In the Black Group, UMCP male and female students identified most closely with friends on or off campus, followed by high school friends for males, and by residence hall groups for females.

### MARRIAGE

In the first year of the study, only 2% of males and none of the females in the Representative Sample had married. In the Black Group, no males, and 4% of the females had married. By Year 4, there had not been much change in these rates. In the Representative Sample, 1% of the male respondents and 5% of the female respondents were married. In the Black Group, 5% of the females and still no males were married.

## V. A LOOK BACK

### FOUR AND FIVE YEAR SELF-REPORTED ENROLLMENT PATTERNS

As noted earlier in this report, one of the unique features of MLS was the maintenance of annual contact with participants regardless of their enrollment status. This enabled an examination of enrollment patterns across the years of the study. Use of University records alone would indicate only those enrollment data relevant to the University (i.e. that a particular individual was enrolled, not registered, had been academically dismissed, or had withdrawn, in any given semester). University records would not be able to report on the subsequent actions of students not registered at UMCP.

**Chart 2 shows the four year enrollment patterns of MLS participants using definitions which follow:**

CHART 2. FOUR YEAR SELF-REPORTED ENROLLMENT PATTERNS

| | Representative Sample | | Black Group | |
|---|---|---|---|---|
| | Males (n=160) | Females (n=181) | Males (n=70) | Females (n=120) |
| | % | % | % | % |
| UMCP Graduate | 1 | 1 | 0 | 0 |
| UMCP Persister | 63 | 57 | 51 | 39 |
| Transferback | 6 | 4 | 6 | 4 |
| Transfer | 7 | 14 | 10 | 24 |
| Transfer Graduate | 0 | 0 | 0 | 0 |
| Stopout | 9 | 12 | 6 | 14 |
| Dropout | 13 | 12 | 27 | 18 |

(note: subjects with missing data were excluded from this chart)

UMCP GRADUATE: persisted at UMCP continuously until graduation, which occurred by the Spring of 1984.

UMCP PERSISTER: continuously enrolled at UMCP from the Fall of 1980 through the Spring of 1984.

TRANSFER-BACK: matriculated at UMCP in the Fall of 1980; enrolled in another college or university at some point between then and the Fall of 1983, and was enrolled at UMCP in the Spring of 1984.

TRANSFER: matriculated at UMCP in the Fall of 1980 and at some point between then and the Spring of 1984 transferred to another college or university without a break in enrollment.

TRANSFER GRADUATE: matriculated at UMCP in the Fall of 1980, transferred to another college or university, and had graduated from there by the Spring of 1984.

STOPOUT: matriculated at UMCP in the Fall of 1980 and was enrolled in a college or university in the Spring of 1984, although previously not enrolled for at least one semester between the Fall of 1980 and the Fall of 1983.

DROPOUT: matriculated at UMCP in the Fall of 1980 and was not enrolled in any college or university in the Spring of 1984.

**Chart 3 shows the enrollment patterns of MLS participants for five years, based on self-report, using the definitions which follow:**

CHART 3. FIVE YEAR SELF-REPORTED ENROLLMENT PATTERNS

| | Representative Sample | | Black Group | |
|---|---|---|---|---|
| | Males (n=143) | Females (n=176) | Males (n=50) | Females (n=113) |
| | % | % | % | % |
| UMCP Graduate | 59 | 63 | 36 | 50 |
| UMCP Persister | 15 | 6 | 18 | 4 |
| UMCP Stopout | 4 | 1 | 6 | 1 |
| Transfer-back | 4 | 3 | 4 | 2 |
| UMCP Dropout | 2 | 2 | 2 | 1 |
| Transfer Graduate | 7 | 11 | 6 | 12 |
| Transfer Persister | 4 | 7 | 16 | 18 |
| Transfer Stopout | 2 | 6 | 6 | 7 |
| Transfer Dropout | 3 | 1 | 6 | 4 |

(note: subjects with missing data were excluded from this chart)

UMCP GRADUATE: had graduated from UMCP by the Spring of 1985.

UMCP PRESISTER: continuously enrolled at UMCP from the Fall of 1980 through the Spring of 1985.

UMCP STOPOUT: matriculated at UMCP in the Fall of 1980; was not enrolled at UMCP for at least one semester between then and the Spring of 1985; was enrolled at UMCP in the Spring of 1985.

TRANSFER-BACK: matriculated at UMCP in the Fall of 1980; had transferred to another institution of higher education at some point between then and the Fall of 1984, and was enrolled at UMCP by the Spring of 1985.

UMCP DROPOUT: matriculated at UMCP in the Fall of 1980; had not graduated, had not transferred to another institution of higher education, and was not enrolled at UMCP in the Spring of 1985.

TRANSFER GRADUATE: matriculated at UMCP in the Fall of 1980; had transferred from UMCP to another college or university and had graduated from there by the Spring of 1985.

TRANSFER PERSISTER: matriculated at UMCP in the Fall of 1980 and at some point between then and the Spring of 1985 had transferred to another college or university without a break in enrollment.

TRANSFER STOPOUT: had matriculated at UMCP in the Fall of 1980, had transferred to another institution of higher education with at least one semester of non-enrollment either prior to or after the transfer; was enrolled in the transfer institution in the Spring of 1985.

TRANSFER DROPOUT: had transferred from UMCP to another institution of higher education, had not graduated, and was not enrolled in any institution of higher education in the Spring of 1985.

Using four year instead of five year self-reported enrollment information reveals two noticeable differences, as the above charts demonstrate. First, the lower percent of students who had graduated within the four year time period represented by Chart 2 reflects the number of students who take longer than four years to earn an undergraduate degree. Second, Chart 2 shows a higher percent of MLS participants who dropped out of higher education. A large number of these students did not participate in the fifth year of the MLS data collection and hence are not included in the figures in Chart 3.

## MLS PARTICIPANTS' UMCP ACADEMIC AND ENROLLMENT HISTORY

The following chart is a summary of UMCP academic and enrollment records from the Fall of 1980 through June of 1986 for all MLS participants. The data are presented, broken down by sex, for the Representative Sample and for the Black Group. (Note: as was stated earlier in this Overview report, data from the 48 black students in the Representative Sample are reported twice: once as a part of the Representative Sample and once as part of the Black Group.) Included in the summary chart is the UMCP academic division MLS participants were enrolled in as of June 1986 (or had graduated from), the number of changes in declared major, cumulative grade point average, number of times on probation, number of times dismissed, percent who had graduated from UMCP by June 1986, and a record of the last term enrolled in at UMCP.

**CHART 4. MLS PARTICIPANTS ACADEMIC AND ENROLLMENT HISTORY**

| | Representative Sample | | Black Group | |
|---|---|---|---|---|
| | Males (n=226) | Females (n=242) | Males (n=114) | Females (n=225) |
| **ACADEMIC DIVISION (in June 1986)** | % | % | % | % |
| Agriculture and Life Science | 10 | 8 | 6 | 6 |
| Math, Physical Sciences and Engineering | 31 | 12 | 20 | 12 |
| Behavioral and Social Sciences | 32 | 28 | 29 | 31 |
| Arts and Humanities | 10 | 16 | 18 | 21 |
| Human and Community Resources | 4 | 20 | 9 | 18 |
| Undergraduate Studies | 10 | 8 | *5 | 7 |
| Allied Health | 0 | 7 | 1 | 4 |
| Graduate School UMCP | 2 | 2 | 1 | 0 |
| **NUMBER OF CHANGES IN DECLARED MAJOR** | % | % | % | % |
| none | 38 | 39 | 43 | 55 |
| one | 36 | 44 | 34 | 33 |
| two | 20 | 14 | 13 | 9 |
| three | 4 | 2 | 8 | 2 |
| four or more | 1 | 2 | 3 | 1 |
| **CUMULATIVE GRADE POINT AVERAGE** | | | | |
| mean | 246 | 255 | 184 | 194 |
| median | 254 | 265 | 202 | 214 |
| **NUMBER OF TIMES ON PROBATION** | % | % | % | % |
| none | 48 | 51 | 16 | 27 |
| one | 29 | 33 | 50 | 46 |
| two | 19 | 11 | 16 | 20 |
| three | 4 | 4 | 16 | 6 |
| four | 0 | 1 | 3 | 1 |
| **NUMBER OF TIMES DISMISSED** | % | % | % | % |
| none | 72 | 80 | 53 | 61 |
| one | 25 | 17 | 38 | 35 |
| two | 3 | 3 | 8 | 3 |
| three | 0 | 0 | 2 | 1 |

| | | Representative Sample | | Black Group | |
|---|---|---|---|---|---|
| | | Males (n=226) | Females (n=242) | Males (n=114) | Females (n=225) |
| **PERCENT GRADUATED FROM UMCP** | | | | | |
| (by June 1986) | | 46 | 48 | 27 | 29 |
| **LAST TERM GRADED AT UMCP** | | | | | |
| (as of June 1986) | | % | % | % | % |
| Fall | 1980 | 2 | 4 | 4 | 5 |
| Spring | 1981 | 5 | 9 | 23 | 13 |
| Summer I | 1981 | 0 | 0 | 1 | 0 |
| Summer II | 1981 | 0 | 0 | 1 | 1 |
| Fall | 1981 | 6 | 5 | 8 | 8 |
| Spring | 1982 | 6 | 9 | 8 | 7 |
| Summer I | 1982 | 0 | 2 | 0 | 2 |
| Summer II | 1982 | 0 | 1 | 1 | 1 |
| Fall | 1982 | 1 | 2 | 0 | 5 |
| Spring | 1983 | 3 | 3 | 3 | 4 |
| Summer I | 1983 | 1 | 1 | 0 | 1 |
| Summer II | 1983 | 0 | 0 | 0 | 0 |
| Fall | 1983 | 1 | 1 | 3 | 3 |
| Spring | 1984 | 11 | 22 | 7 | 13 |
| Summer I | 1984 | 3 | 2 | 0 | 1 |
| Summer II | 1984 | 2 | 2 | 3 | 1 |
| Fall | 1984 | 12 | 13 | 7 | 7 |
| Spring | 1985 | 13 | 7 | 10 | 9 |
| Summer I | 1985 | 2 | 1 | 2 | 1 |
| Summer II | 1985 | 3 | 1 | 1 | 2 |
| Fall | 1985 | 6 | 3 | 9 | 4 |
| Spring | 1986 | 10 | 5 | 8 | 5 |
| Summer I | 1986 | 7 | 3 | 3 | 3 |

# VI. METHODOLOGY

## ANNUAL CONTACT

Initial contact with the 700 students in the randomly selected Representative Sample and with all black first time freshmen not randomly drawn as a part of the Representative Sample, was made in the Fall of 1980 by a letter from the Vice Chancellor for Student Affairs. This letter described the MLS and solicited the students' participation.

Interviewers working from randomly generated lists containing 20 names each made follow up phone calls to encourage participation. During the phone contact, students were provided the opportunity to discuss the study, raise questions, and indicate their willingness to participate. Those who agreed were sent shortly thereafter a follow up letter from the interviewer thanking them for their anticipated participation.

In January 1981, contact between interviewer and participant was reestablished, first by letter and then by a phone call to schedule first-year testing and interview appointments. The phone call was followed by a mailing which included an appointment reminder and other information relevant to completing the test instruments and interview. Data collection began in February, 1981. Following the initial data collection (Spring, 1981), students in the Representative Sample and in the Black Group who participated in the data collection (n=772) were sent a letter of appreciation which included a request that the interviewer be apprised of changes of address.

Each subsequent year, contact with the participants was made in early Spring, first by a letter from the Vice Chancellor for Student Affairs and then by a phone call from the student's interviewer of the previous year. The phone call served to (a) reaffirm the participant's interest in the study, (b) determine the participant's enrollment status, and (c) schedule a data collection session.

## INTERVIEWS

The decision to include an individual interview as part of each annual data collection was based on two premises: (a) interviews would provide unique data and (b) interviews would allow bond-building with MLS participants. As to the first premise, while there was a core of multiple choice and Likert scale questions in the annual interview, some of the items were developed to encourage a broader response not easily captured in more structured questions. Interviewers used open-ended stems to elicit more in-depth responses than would normally be possible with traditional paper-and-pencil instruments. These interview responses provide personal anecdotal information which can be helpful in clarifying, validating, and enriching data collected by other methods.

As to the second premise, MLS interviewers played a crucial role in the study beyond that of collecting interview data. They were the main communicative link between participants and the Division of Student Affairs. With their bond-building correspondence and telephone contacts, interviewers provided continuity from year to year and during data collection. This continuity helped maximize the probability of continued participation regardless of whether the participant remained enrolled at UMCP.

Interviewers were selected from staff members within the Division of Student Affairs. To establish comparability across interviewers, annual interviewer training occurred prior to each spring's data collection period. In addition, to insure uniformity of interview content, yearly quality control checks were made by close review of early interviews, with feedback provided to each interviewer.

## TREATMENT EFFECT

To minimize the chance of the interviewer-participant relationship affecting the participants' responses, both oral and written reminder statements requested that participants respond candidly to items *distinct from* their feelings about either the interviewer or the longitudinal study activities.

## INSTRUMENTATION

Two types of instruments were administered to MLS participants: published, standardized instruments, and instruments crafted by the MLS Steering Committee. A pilot study conducted in the Fall 1979 evaluated a wide variety of instruments for possible use in MLS (see Appendix F: MLS Pilot Study). Multiple criteria were used for selecting the instruments. The amount of time required for completion of each instrument was balanced with the importance of the data which would be provided by the instrument.

Of further consideration were:

- costs involved in obtaining or printing the instrument;
- ease in scoring and data processing;
- availability of relevant normative information;
- applicability to the different subgroups of MLS respondents (UMCP student, transfer, non-student);
- validity as a longitudinally sound instrument;
- apparent relevance of the instrument to the MLS participant;
- relevance of the instruments to the research themes of cognitive development, values, interpersonal interactions, and career choice and aspirations.

The following standardized instruments were administered by the MLS in one or more years, to some or all of the MLS participants:

DEMOGRAPHIC INFORMATION INSTRUMENT: This instrument consists of the demographic items composing the index developed by Alexander Astin to estimate chances of students' dropping out of college. Items include descriptive information on family and high school related issues, the high school-to-college transition, the student's financial situation, academic work/study habits, extracurricular behavior, and personal and attitude characteristics.

THE INSTITUTIONAL GOALS INVENTORY: This Educational Testing Service inventory measures the beliefs people have about the goals of a university or college. The IGI yields data for 20 goal areas. For each goal area it provides group means of the present importance of a particular goal at the university, and the groups' opinion on how important the goal ought to be.

THE COLLEGE STUDENT SATISFACTION QUESTIONNAIRE: This is a 70 item instrument designed by Betz, Menne, and Klingensmith to measure the satisfaction of students with several significant aspects of the college experience. The results can be compared with standardized satisfaction norms from other public universities.

SENTENCE COMPLETION TEST: This is a 36 item sentence completion instrument developed by Jane Loevinger to assess level of ego functioning. The subject responds by completing such sentences as "A good parent..." and "If I can't get what I want...".

STUDENT DEVELOPMENT TASK INVENTORY (2nd Edition): This instrument was designed by Winston, Miller and Prince to collect information concerning the psychosocial development of college students. It includes links to three of Chickering's vectors and is comprised of 140 statements typical of students. It is designed to help students learn more about their development in the areas of autonomy, purpose, and mature interpersonal relationships.

INTERNAL-EXTERNAL LOCUS OF CONTROL SCALE: This 29 item questionnaire, created by Julian Rotter, measures whether a person is motivated by internal or self-oriented factors or by forces external to oneself. The instrument is based on a trait theory of personality which suggests that locus of control is a relatively stable psychological characteristic.

TEST ANXIETY INVENTORY: This is a 20 item scale developed by Charles Spielberger to measure worry and emotionality about test and examination situations. The worry subscale reflects cognitive concerns about the consequences of failure, and the emotionality subscale reflects reactions of the autonomic nervous system evoked by evaluative stress.

SELF-DIRECTED SEARCH: This self-administered and self-interpreted instrument was created by John Holland as a means of measuring six types of vocational orientations. These six types characterize occupational environments as well as individual personality characteristics.

MY VOCATIONAL SITUATION: This is a 20 item instrument based on Holland's theory of vocational decision-making. It is designed to measure a person's degree of vocational identity as well as to identify the environmental and personal barriers which prevent creation of a positive vocational identity.

In addition to the standardized instruments, there were three instruments which were crafted by the Steering Committee:

ANNUAL INTERVIEW: The nature of the open-ended items on this instrument promoted personal interaction between interviewers and particpants. Questions focused on participants' various experiences during the past year, and included stresses, accomplishments, and changes noted in the self.

ANNUAL SURVEY: This instrument was composed of items of stated and/or implicit interest to the college community which best lent themselves to multiple choice or brief responses, in contrast to the more open ended items of the Annual Interview.

GRADUATE INSTRUMENT: This questionnaire was designed by the Steering Committee to ask students to evaluate retrospectively their college experience.

## THE STUDY DESIGN

The study design called for annual assessment of the same individuals for five consecutive years or until approximately 60% of the participants who had persisted at UMCP had graduated. In order to include in the study a larger number of instruments than would be possible if all students completed all instruments, and to lessen the time required to complete the MLS instruments, the pool of subjects was randomly divided in half. Some instruments were administered to all participants while others were administered to only half of the participants.

Each year an instrument package containing inventories capable of measuring descriptive, vocational,

developmental, personality, and institutional/consumer variables was designed for each subgroup. Not all instruments were used every year. The number of instruments given was reduced after the first year in order to prevent subject attrition and to reduce data collection time. The following chart provides a breakdown of the instrumentation used, by year and subgroup.

CHART 5: INSTRUMENTATION PACKAGES: YEAR ONE THROUGH YEAR FIVE

| | SUBGROUP I | SUBGROUP II |
|---|---|---|
| Year One | Interview<br>Annual Survey<br>Demographic Information<br>My Vocational Situation<br>Self-directed Search<br>Student Development Task Inventory<br>Sentence Completion Test<br>Locus of Control Scale | Interview<br>Annual Survey<br>Demographic Information<br>My Vocational Situation<br>Self-directed Search*<br>Student Development Task Inventory<br>Institutional Goals Inventory<br>Test Anxiety Inventory |
| Year Two | Interview<br>Annual Survey<br>My Vocational Situation<br>Sentence Completion Test | Interview<br>Annual Survey<br>My Vocational Situation<br>Student Development Task Inventory<br>Test Anxiety Inventory |
| Year Three | Interview<br>Annual Survey<br>My Vocational Situation<br>College Student Satisfaction Questionnaire | Interview<br>Annual Survey<br>My Vocational Situation<br>Student Development Task Inventory<br>Test Anxiety Inventory |
| Year Four | Interview<br>My Vocational Situation<br>Self-directed Search<br>Sentence Completion Test<br>Locus of Control Scale | Interview<br>My Vocational Situation<br>Self-directed Search<br>Student Development Task Inventory |
| Year Five | Interview<br>Annual Survey<br>or<br>**Graduate Survey | Interview<br>Annual Survey<br>or<br>**Graduate Survey |

* Participants who had been non-students for two consecutive years did not take this instrument.

** The Graduate Survey was not linked to the year of the study but to the event of having graduated.

## INCENTIVES

The prospect of subject attrition is a serious issue in longitudinal studies, and was compensated for in several ways in this study.

**First,** the initial list of randomly selected potential participants was overdrawn by 30% in order to anticipate "subject mortality" as the study's participants were initially identified.

**Second,** student participation was encouraged by removing disincentives: e.g., by keeping reasonable the amount of time required for annual data collection, by avoiding inventories and interview questions with little apparent relevance for the participant, by trying to accommodate the individual's schedule and provide a convenient site for data collection, and by offering a $25 to $30 compensation to participants who were no longer enrolled at UMCP at the time of data collection.

**Third,** efforts were made to keep in touch with participants throughout the years of the study with frequent correspondence both from the Vice Chancellor and from each individual participant's interviewer.

**Fourth,** participation was consistently and regularly acknowledged through the use of incentives designed to build the participant's sense of identity with the study and also to serve as concrete expressions of appreciation for the participants' efforts. Incentives included passes to selected University events, gift coupons, a key chain or pen with the study's name on it, and a University of Maryland decal. In addition, each participant enrolled at UMCP at the time of the annual data collection was eligible to participate in the annual MLS lottery. Items available in the annual lottery included one semester tuition credit, gift certificates to Stamp Union shops and eateries, sports equipment, and tickets to selected campus events.

Intrinsic incentives were also built into the study design. The interview offered participants the opportunity to annually assess their educational and personal experiences with a concerned University staff person. Another intrinsic incentive was the selection of instruments that appealed to participants' desire to learn more about themselves as developing adults. For example, participants were given copies of the Self-directed Search as an aid in their career exploration. Other instruments encouraged an examination of the participants' roles, responsibilities, interpersonal relationships, abilities, and perceptions.

## REACTIVE EFFECTS

During the piloting of the study's procedures, the Steering Committee was concerned that incentives might introduce reactive effects into the study. The Steering Committee therefore carried out a methodological study exploring the effects of using incentives on students' willingness to cooperate in the research, and on their attitudes and responses. Results suggested that incentives positively influenced cooperation without affecting their responses to MLS instruments.

# VII. ANNUAL RESPONSE RATE

In Year One of the study, a participant was considered as being in one of three mutually exclusive status categories:

UMCP STUDENT: enrolled at UMCP at the time of data collection.

NON-STUDENT: not enrolled for at least one credit in any college or university at the time of data collection.

TRANSFER: enrolled at a college or university other than UMCP at the time of data collection.

Each participant's status was reclassified as needed every year at the time of the annual Spring data collection. In addition to the categories mentioned above, the following categories were added to accommodate changing subject status:

GRADUATE: subject has been awarded the baccalaureate degree by either UMCP or another college or university, at the time of data collection.

STATUS UNKNOWN: subject was not contacted during the annual data collection period.

REFUSAL: subject was contacted and refused further participation. No further attempts at data collection were made.

DROPPED: subject was dropped because of MLS inability despite many efforts to contact and/or update address/phone information. No further attempts at data collection were made.

(See Appendix G for a table of subject classification by year and by group.)

The annual response rate is defined as the number of participants in Year 1 who continued to participate in MLS each year.

For the Representative Sample the response rate for Year 2 was 86% for males; 88% for females. For Year 3, the rate was 78% for males; 84% for females. For Year 4, the rate was 76% for males; 79% for females. For Year 5, the rate was 63% for males; 70% for females.

For the Black Group, the response rate for Year 2 was 78% for males; 83% for females. For Year 3 the rate was 72% for males; 67% for females. For Year 4 the rate was 66% for males and 57% for females. For Year 5 the rate was 51% for males; 47% for females.

## VIII. LIMITATIONS OF THE MLS

The Maryland Longitudinal Study has its limitations. First, subject participation was **voluntary.** Participants were given the opportunity to refuse to participate at the time of the initial MLS contact in the Fall of 1980, and then again at the point each Spring at which data were collected. This means that while the **designated sample** - randomly selected from entering freshmen in the Fall of 1980 - theoretically was representative of the population from which it was drawn, the **ultimate sample** - of participants - in both the Representative Sample and in the Black Group - consisted of individuals who were not averse to continued participation in a longitudinal study of their perceptions, attitudes, and undergraduate experiences.

A second limitation was that with the exception of annual information which could be gathered from University records - such as participants' enrollment status, academic performance, and progress through the undergraduate program - MLS depended on participants' **self-report** for its data. Consequently the possibility exists, as with most social science research using non-anonymous methods, that data provided by participants may have been influenced by conformity to perceived norms and/or by self-esteem factors.

## CONCLUSION

The Steering Committee hopes that careful consideration of data gathered from those individuals who matriculated at UMCP in the Fall of 1980 and who participated in MLS will contribute to the future quality of the UMCP experience. This Overview report and subsequent MLS reports on specific topics of interest to the University community are offered with the hope that they will contribute to increased understanding of UMCP students and to possible improvement of existing university programs and policies as well as to the development of new ones.

## APPENDIX A: RECOGNITION OF PARTICIPANTS

The Division of Student Affairs wishes to recognize the contributions which individuals have made to the success of the MLS study.

First and foremost, thanks must be given to the **student participants** who for up to five years annually devoted several hours of their time and thought to each spring's data collection; assessing through interviews and on paper their personal, interpersonal, educational, and work experiences. Although their names cannot be listed for reasons of confidentiality, their participation needs to be recognized and their contribution acknowledged.

Special recognition also goes to the **individual MLS Steering Committee members** who defined the process and direction for the study, guided and participated in data collection, and provided the effort needed to produce written products. These individuals committed their service throughout their affiliation with the MLS mission and did so in addition to completing their normal employment responsibilities as well as other campus commitments.

| Steering Committee Members | Committee Tenure | Office or Agency during Committee Tenure |
|---|---|---|
| * Brian Bailey | 01/80 - 06/83 | Orientation |
| * Vivian Boyd | 12/77 - present | Counseling Center |
| * Ulysses Connor | 09/82 - present | Student Special Support Services (1) |
| * Marietta Doran | 01/80 - 10/81 | Health Center |
| * Margaret Foster | 12/77 - 04/83 | Judicial Programs/Office of the Vice Chancellor |
| Sharon Fries | 10/85 - present | Office of the Vice Chancellor |
| Janet Fritz | 08/79 - 07/80 | Office of the Vice Chancellor |
| Laura Gardner | 12/77 - 10/78 | Office of the Vice Chancellor |
| * Marsha Guenzler | 08/83 - present | Campus Activities |
| * Katura Carey Harvey | 01/79 - 12/81 | Office of the Vice Chancellor |
| * Barbara Jacoby | 12/77 - present | Commuter Affairs |
| Judith Johnson | 08/82 - present | Resident Life (2) |
| Lee Knefelkamp | 12/77 - 08/79 | Office of the Vice Chancellor/ Counseling and Personnel Services |
| * Thomas Magoon | 12/77 - present | Counseling Center |
| * Patricia Harvey Mielke | 12/77 - 10/79 | Resident Life |
| Katherine Miller | 12/77 - 04/80 | Resident Life |
| * James Osteen | 01/80 - present | Stamp Student Union (3) |
| * Patricia Preston | 10/81 - present | Health Center |
| * Kathie Reed | 01/80 - 01/82 | Office of the Vice Chancellor |
| * Debra Ringold | 01/80 - 06/83 | Stamp Student Union |
| Dennis Roberts | 12/77 - 08/79 | Campus Activities |
| * Janet Schmidt | 09/83 - present | Office of the Vice Chancellor |
| * William Sedlacek | 12/77 - present | Counseling Center |
| Jason Sobol | 12/77 - 08/79 | Orientation |
| * Sylvia Stewart (Chair, '77-'83) | 12/77 - 12/83 | Commuter Affairs |
| * Richard Stimpson (Chair, '84-present) | 12/77 - present | Resident Life |
| William Thomas, Jr. | 12/77 - present | Vice Chancellor |

* Also served as MLS interviewer
(1) Also served while affiliated with Office of the Vice Chancellor
(2) Also served while affiliated with the Office of the Vice Chancellor
(3) Also served while affiliated with Campus Activities

The Steering Committee wishes to give special recognition to Patricia Schaecher, secretary within the Office of the Vice Chancellor for Student Affairs. She has provided invaluable administrative support to the MLS from its inception to the present.

Recognition must be made of the **interviewers within the Division of Student Affairs** who, in addition to their primary work commitments, interviewed annually and maintained personal contact with MLS participants.

### CAMPUS ACTIVITIES

Doug Bostick
Charles Hodges
Diana Jackson
Kevin Kruger
Michael Pitchford
* Robin Rudd
Penny Rue

### COUNSELING CENTER

Vivian Bland
Barbara Goldberg
Stanley Hunt
Mary Leonard
David Mills
Brian McLaren
Donald Mullison
Philip Ray
William Scales
John Van Brunt

### OFFICE OF THE VICE CHANCELLOR

Drury Bagwell
Paul Maloni
James Youmans

### RESIDENT LIFE

Roberta Coates
Charlotte Crawford
Deborah Francis Grandner
Philip Gulak
Steven Kallmyer
Michael Martirano
Sandy Neverett
Kathryn Philliben
Ron Slepitza
Joel Smith
Susan Kosempa Waldo
** Susan Warren

### COMMUTER AFFAIRS

Steven Leonard
***William Moore
Barri Standish

### DINING SERVICES

Patricia Higgins

### HEALTH CENTER

Frances Cave
Sheila Featherstone

### CAMPUS RECREATION SERVICES

Nicholas Kovalakides
Suzanne Zuercher Slepitza

### ORIENTATION

**** Linda Clement
Gerry Strumpf

### STAMP STUDENT UNION

Katherine Beardsley
Stephanie Bowers
James Finn
David Hubler
Elbridge James
Linda Sullivan
Coleen Wilkinson

* Robin Rudd also served while affiliated with the Counseling Center.
** Susan Warren also served while affiliated with Campus Guest Services.
*** William Moore also served while affiliated with the Career Development Center.
**** Linda Clement also served while affiliated with the Office of Undergraduate Admissions.

Recognition and appreciation are extended to the following **special groups of individuals** who assisted in the development of the study in the different ways indicated below.

**a) The Student Advisory Committee** examined the study's overall objectives, reviewed the instrumentation packages, discussed the incentive plan, and provided feedback on how to make the study more relevant from a student's perspective. They are to be commended for the service they offered to their fellow students, to the MLS, and to The University of Maryland.

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Susan Cohen
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Ralph Edwards
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Shawn Fitzmaurice
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Zev Gershon
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William Hartman
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Karen Reilly
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Ellin Scholnick  Perry Smith

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*Diamondback*
UMCP Dining Services
Campus Recreation Services
Roy Rogers Inc.
Student Entertainment Enterprises
Stamp Union
Tawes Theater
University Book Center

Support for statisical analyses and data storage for the Maryland Longitudinal Study was supplied through the facilities of the **Computer Science Center** of The University of Maryland College Park.

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## APPENDIX B: OTHER MAJOR LONGITUDINAL STUDIES

The purpose of this section is to place the Maryland Longitudinal Study into a historical context with other longitudinal studies designed to assess the impact of a given environment, such as a college or university, on naturally occurring developmental changes.

Much of the longitudinal literature on student development is based on data from limited student samples. Most samples consist primarily of white, 18 - 22 year old, middle to upper class youths enrolled in private or elite public liberal arts colleges with rigorous selection procedures.

During the 1960s and 1970s, several longitudinal studies were published which sought to identify changes occurring in college students and to explain such changes through the application of theoretical models.

In 1968 Joseph Katz and Associates published *No Time for Youth.* This was the result of a longitudinal study of freshmen at Stanford and Berkeley. The focus of the study was on personality development between the ages of 17 and 22. In twice-yearly interviews, students responded to questions about their environment; their interpersonal interactions; and their moral, religious, and political values. Results highlighted the wide variety of styles, purposes, and personalities subsumed under the category "college student."

A. W. Chickering (1969) studied a population of freshman through senior students in 13 liberal arts colleges. He postulated seven vectors of change which represented issues and tasks central to college age students, including competence, emotional control, autonomy, identity, interpersonal relationships, integrity, and a sense of purpose. Chickering used multiple measures to measure longitudinal changes along these seven vectors. His research findings provided a framework for looking at college student development, and substantiated the fact that major differences existed among the colleges he studied. His work emphasized the importance of gathering the kinds of data needed to distinguish between changes which are attributable to the college experience from those attributable to individual maturation.

Alexander Astin (1977) studied characteristics of students at the time of college matriculation, those same characteristics at graduation, and the characteristics of the college environment as part of his annual survey for the ACE. His work, beginning in 1966 with the Cooperative Institutional Research Program, involved tests and post-tests on a national sample of college students from approximately 600 colleges. Astin's index for estimating the probability of attrition among college students has contributed a methodolgy for future researchers interested in student retention.

It was Douglas Heath's conclusion, based on his longitudinal study of Haverford students (1968), that major changes occurred psychologically in students in the first half of their freshman year. He felt these changes, caused by the novelty of the college environment, took students the next several years to reorganize and make sense of.

William Perry's (1970) theory of intellectual and ethical development was stimulated by his research at Harvard. He and his associates sought to trace the development of students' thinking about the nature of knowledge, values, and responsibility. Using unstructured interviews, Perry detected a developmental sequence of thinking, progressing along a continuum from dualistic and absolutistic to a more relativistic and contingent style.

Lawrence Kohlberg (1969) focused his research interests on moral development, and used longitudinal data from a male sample to modify and refine his structural stage theory.

More recently, Whiteley and his associates (1982), believing that students are more effective in using knowledge gained in college if their psychological and personal skills have also developed, designed the University of California at Irvine Sierra Project, aimed at influencing the character (moral) development of college students. While the effects of subject attrition render discussion of many of the findings somewhat speculative, significant differences were found between the treatment group and the control group on growth in moral reasoning. Longitudinal findings beyond the first year of the study have yet to become available.

Katchadourian and Boli (1985), using a combination of questionnaires and in-depth interviews, gathered yearly data from a randomly selected sample of freshmen entering Stanford in Fall 1977 (n=311). These students were subsequently supplemented by a group of transfer-ins to Stanford. They provided observations on their development, attitudes, interests and goals.

**The generalizability of these studies' findings to the more diverse populations of college students enrolled in public (land grant) universities with less rigorous selection procedures is problematic and requires research studies with broader based subject pools. However, because of the complex problems inherent in the design and implementation of a longitudinal study of student development, few longitudinal studies of this type have been completed. The field is sorely in need of published studies featuring both theory-testing and educational outcome information on students with various demographic characteristics.**

## APPENDIX C: THE 1977-1978 SENIOR INTERVIEW RESEARCH STUDY

The 1977-1978 Senior Inverview Research Study was designed and carried out by the Division of Student Affairs. The study involved individually interviewing a random sample of approximately 170 graduating seniors about their collegiate experiences. Data generated by the study provided a retrospective picture of the undergraduate years and proved useful in program planning by agencies within the Student Affairs Division.

A major outcome of the Senior Interview Research Study was confidence that a division-wide commitment to research could be made. Further, the study contributed to staff development as members developed new skills and gained knowledge regarding student perceptions of UMCP.

## APPENDIX D: COMMITMENT TO FURTHER MLS REPORTS

In addition to the Descriptive Overview Report, the MLS Steering Committee expects to produce reports on the following topics:

— Student satisfaction with UMCP
— The freshman experience at UMCP: commuters and residents
— Why students leave UMCP and transfer to another school
— Students who leave UMCP and become non-students
— Student employment patterns
— Study habits of MLS participants
— Participation in student activities.
— Use of Student Affairs Programs & Services .
— Students' choices of academic majors
— Relationship between participants' Astin index and retention
— Student perceptions of UMCP (including physical environment)
— Career issues related to MLS participants
— Involvement in learning/extracurricular activities
— Students' transition from high school to college
— UMCP graduate perspectives
— Academic advising
— Campus ecology
— A retrospective view of the undergraduate experience from five years hence

## APPENDIX E: MLS ATLAS TABLE OF CONTENTS

A. FAMILY RELATED
1. previous residence
2. religion raised in
3. parents' education
4. parents' occupation
5. family income
6. family support/encouragement
7. family identification with UMCP
8. family change and its impact

B. HIGH SCHOOL RELATED
1. school achievement
2. school, general
3. study habits
4. your characteristics

C. HIGH SCHOOL TO COLLEGE TRANSITION
1. Why (UMCP)
2. certainty of choice
3. transition process
4. advice
5. other colleges applied to

D. PERSONAL DEMOGRAPHY
1. personal
2. residence
3. activity in previous year
4. major
5. college/university currently enrolled in
5. continuously enrolled

E. FINANCIAL SUPPORT
1. sources
2. concern about
3. yearly income

F. ACADEMIC WORK/STUDY BEHAVIOR
1. studying
2. class attendance
3. test/term paper difficulty
4. tutoring
5. coping with academic/career discouragement

G. EXTRACURRICULAR BEHAVIOR
1. contact with family
2. physical activity
3. use of leisure time
4. link to best friend
5. group identified with
6. identity with ethnic group
7. student organization activity

H. JOB AND CAREER
1. work: type
2. work hours
3. work status
4. work satisfaction
5. career choice (past/present)
6. influence on career choice

I. SELF EVALUATION
1. leave, stay, return
2. personal characteristics
3. attitude characteristics
4. changes in characteristics over time
5. how doing
6. accomplishments, etc.
7. pressing concerns

J. ATTITUDES REFLECTING CAMPUS ENCOURAGEMENT/SUPPORT
1. courses/major
2. faculty
3. others
4. influence/satisfaction with agencies

K. INVOLVEMENT/ IDENTIFICATION WITH COLLEGE
1. involvement/activity level
2. identification with college

L. ATTITUDES ABOUT CAMPUS ENVIRONMENT
1. general campus environment perceptions
2. specific campus environment perceptions

M. FUTURE EDUCATIONAL EXPECTATIONS
1. education; type/level
2. education; achievements
3. leaving, transferring from

N. FUTURE OBJECTIVES/ EXPECTATIONS (OTHER)
1. for next year
2. degree of objectives achieved
3. plans after graduating
4. family plans

O. ATTITUDES REGARDING SOCIETY AT LARGE
1. legal issues
2. future of U.S.A. and you
3. free associations

## APPENDIX F: THE MLS PILOT STUDY

Given the commitment by the Division of Student Affairs to support and participate in a longitudinal study which would generate information about students who matriculate at a large state university regardless of subsequent changes in their enrollment status, a pilot study was designed and carried out by the Steering Committee in the Fall semester 1979. This pilot study served three major purposes.

**First**, the pilot evaluated for potential inclusion into the Maryland Longitudinal Study (MLS) a wide variety of variables and measures related to human development and to the student higher education experience.

**Second**, it tested the proposed research design and methodology and supplied crucial information concerning both the proposed instrument package and the data collection process.

**Third**, it defined further the complexities inherent in the design and implementation of a large longitudinal study conducted under the corporate responsibility of a 12 member steering committee.

## APPENDIX G: SUBJECT CLASSIFICATION BY YEAR BY GROUP

| | Representative Sample | | | | Black Group | | | |
|---|---|---|---|---|---|---|---|---|
| | Males | | Females | | Males | | Females | |
| Initial n= | (226) | | (242) | | (114) | | (225) | |
| | n | % | n | % | n | % | n | % |
| **Year 1** | | | | | | | | |
| UMCP student | 219 | 97 | 226 | 93 | 109 | 96 | 213 | 94 |
| transfer | 4 | 2 | 4 | 2 | 0 | 0 | 6 | 3 |
| nonstudent | 3 | 1 | 12 | 5 | 5 | 4 | 6 | 3 |
| subtotal | 226 | 100% | 242 | 100% | 114 | 100% | 225 | 100% |
| **Year 2** | | | | | | | | |
| UMCP student | 149 | 66 | 176 | 73 | 53 | 46 | 125 | 56 |
| transfer | 28 | 12 | 27 | 11 | 20 | 18 | 40 | 18 |
| nonstudent | 19 | 8 | 10 | 4 | 16 | 14 | 21 | 9 |
| subtotal | 196 | 86% | 213 | 88% | 89 | 78% | 186 | 83% |
| uncontacted | 14 | 6 | 13 | 5 | 11 | 10 | 20 | 9 |
| refused | 15 | 7 | 15 | 6 | 13 | 11 | 19 | 8 |
| dropped | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| **Year 3** | | | | | | | | |
| UMCP student | 131 | 58 | 137 | 57 | 48 | 42 | 83 | 37 |
| transfer | 29 | 13 | 41 | 17 | 19 | 17 | 46 | 20 |
| nonstudent | 16 | 7 | 23 | 10 | 14 | 13 | 22 | 10 |
| subtotal | 176 | 78% | 201 | 84% | 81 | 72% | 151 | 67% |
| uncontacted | 26 | 12 | 19 | 8 | 17 | 15 | 42 | 19 |
| refused | 23 | 10 | 21 | 8 | 15 | 13 | 32 | 14 |
| dropped | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| **Year 4** | | | | | | | | |
| UMCP student | 124 | 55 | 126 | 52 | 42 | 37 | 59 | 26 |
| graduate | 3 | 1 | 4 | 2 | 0 | 0 | 1 | 0 |
| transfer | 23 | 10 | 40 | 16 | 13 | 11 | 50 | 22 |
| nonstudent | 23 | 10 | 22 | 9 | 21 | 18 | 20 | 9 |
| subtotal | 173 | 76% | 192 | 79% | 76 | 66% | 130 | 57% |
| uncontacted | 20 | 9 | 18 | 7 | 14 | 12 | 45 | 20 |
| refused | 26 | 11 | 23 | 10 | 16 | 14 | 35 | 15 |
| dropped | 7 | 3 | 9 | 4 | 8 | 7 | 15 | 7 |
| **Year 5** | | | | | | | | |
| UMCP student | 54 | 24 | 31 | 13 | 20 | 18 | 18 | 8 |
| graduate | 50 | 22 | 92 | 38 | 11 | 10 | 36 | 16 |
| transfer | 19 | 8 | 25 | 10 | 15 | 13 | 29 | 13 |
| nonstudent | 20 | 9 | 23 | 9 | 11 | 10 | 23 | 10 |
| subtotal | 143 | 63% | 171 | 70% | 57 | 51% | 106 | 47% |
| uncontacted | 43 | 19 | 34 | 14 | 22 | 19 | 41 | 18 |
| refused | 18 | 8 | 14 | 6 | 14 | 12 | 28 | 12 |
| dropped | 22 | 10 | 23 | 10 | 21 | 18 | 50 | 22 |

Note: the Black Group includes *all* black American MLS participants, including the 48 black Americans also counted in the Representative Sample; it excludes 13 black non-Americans included in the data collection.

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